

# Trainer's Guide

## Module 6.2.1

Complex communication means



**Presenter's name:** \_\_\_\_\_

**Date:** \_\_\_\_\_



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# 1.Introduction

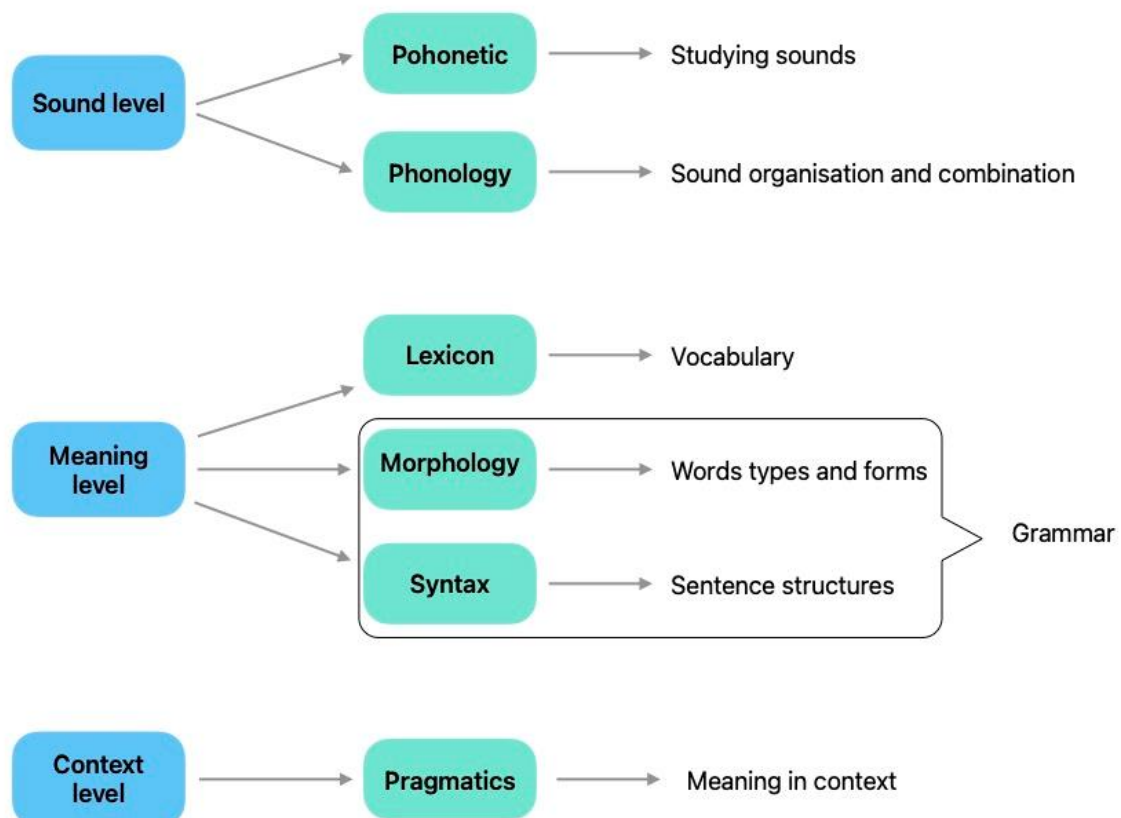
## Learning objectives

In this section you will learn:

- How oral language develops in IDD persons,
- What are the major difficulties IDD persons encounter in oral communication.

## Content

When looking at a person's oral language development, several components need to be considered individually and in relation to each other.



In the context of intellectual development disorders, each of its components is altered. The child's development is delayed compared with that of a neuro-typical child, but it is also slow



and generally incomplete. Additionally, in most genetic syndromes of intellectual disability, specific deficits in language production are observed compared with neuro-typical children matched on the basis of non-verbal mental age (Chapman, 2006; Chapman et al., 1990; Miolo Giuliana et al., 2005; Comblain & Thibaut, 2009, 2020; Comblain et al., 2023). Rondal and Comblain (1999) summarise general difficulties faced by people with IDD, particularly Down's syndrome people, as follows.

Language component	Symptomatology
<b>Articulation and auditive discrimination</b> ↓ <b>Sound level</b>	Articulatory and co-articulatory difficulties with the most complex phonemes (e.g., constrictive consonant as /f/, /s/, etc. requiring mastery and control of oro-facial muscles)  Slow and sometimes incomplete development of auditory discrimination
<b>Lexicon and semantic</b> ↓ <b>Meaning level</b>	Reduced lexicon in terms of both number of words and semantic features associated with these words (e.g. problems in building categories or generalization of names to similar items in a same category)
<b>Morphosyntax</b> ↓ <b>Meaning level</b>	Reduced length and structural complexity of utterances  Deficit in inflectional morphology (e.g., plural marking on nouns and verbs, tense marking on verbs, etc.)  Poor comprehension and production of complex and compound sentences
<b>Pragmatics</b> ↓ <b>Context level</b>	Slow development of advanced pragmatic skills (e.g. developing a topic of conversation, taking part in a conversation, interpersonal requests, monitoring verbal interactions with other people, referential communication).
<b>Discursive organization</b> ↓ <b>Context level</b>	Underdeveloped language macrostructures  Speech lacks coherence and cohesion, with difficulty in linking ideas together

Discrepancies with the development of neuro-typical children can be seen as early as the preverbal period, i.e. in the child's first year of life before the first words appear. The chronology of the emergence of the first communication behaviours can be represented as follows.





As can be seen, the discrepancies with neuro-typical infants start to appear as early as the first month of life. These initial gaps will have a major impact on subsequent language and communication development, in which the gap with neuro-typical children will gradually widen in terms of both production and comprehension. Let's note that if autistic features are associated to the IDD condition, the gap between the IDD-autistic person communicational behavior and neurotypical infant communication behavior is much more important.

In addition to the late onset of speech and language, the output of IDD sufferers is often marked by a lack of intelligibility, especially when oro-facial anomalies are present as it is the case in Down's syndrome and in many genetic syndromes.

## Bibliography

- Barrett, M. D., & Diniz, F. A. (1989). Lexical development in mentally handicapped children. *Language and communication in mentally handicapped people*, 3-32.
- Bassano, D. (2000). Early development of nouns and verbs in French : Exploring the interface between lexicon and grammar. *Journal of Child Language*, 27(3), 521-559. <https://doi.org/10.1017/S0305000900004396>
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- Comblain, A., Witt, A., & Thibaut, J.-P. (2023). Développement lexical dans le cadre d'une déficience intellectuelle : Le point sur la question. *Psychologie Française*, 68(1), 91-115. <https://doi.org/10.1016/j.psfr.2022.03.001>
- Miolo Giuliana, Chapman Robin S., & Sindberg Heidi A. (2005). Sentence Comprehension in Adolescents With Down Syndrome and Typically Developing Children. *Journal of Speech, Language, and Hearing Research*, 48(1), 172-188. [https://doi.org/10.1044/1092-4388\(2005/013\)](https://doi.org/10.1044/1092-4388(2005/013))
- Rondal, J.-A., & Comblain, A. (1999). Current perspectives on developmental dysphasias. *Journal of Neurolinguistics*, 12(3-4), 181-212. [https://doi.org/10.1016/S0911-6044\(99\)00014-7](https://doi.org/10.1016/S0911-6044(99)00014-7)
- Zampini, L., & D'Odorico, L. (2011). Lexical and syntactic development in Italian children with Down's syndrome. *International Journal of Language & Communication Disorders*, 46(4), 386-396.



## **2.Materials Needed**


The slides for this presentation (COM-IN\_PR3\_6\_2\_1\_Introduction\_EN.pptx)

A Video projector




### 3.Slides and Content

#### Slide n°2



**Module 6. Complex communication means**



- Chapter 1:** AAC – Using pictures and symbols
- Chapter 2:** Oral language
- Chapter 3:** Written language
- Chapter 4:** Digital tools and platforms
- Chapter 5:** Social interactions

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**Content:**

**Notes :**





## Slide n°3



### Module 6.2 Oral language

#### Learning Objectives

- How oral languages develops in IDD persons
- What are the major difficulties IDD persons encounter in oral communication?


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**Content:**


**Notes :**



## Slide n°4



**Module 6.2 Oral language**



**Sections**

- 6.2.1 Introduction**
- 6.2.2 Phonology and articulation
- 6.2.3 Vocabulary
- 6.2.4 Morphosyntax
- 6.2.5 Pragmatics

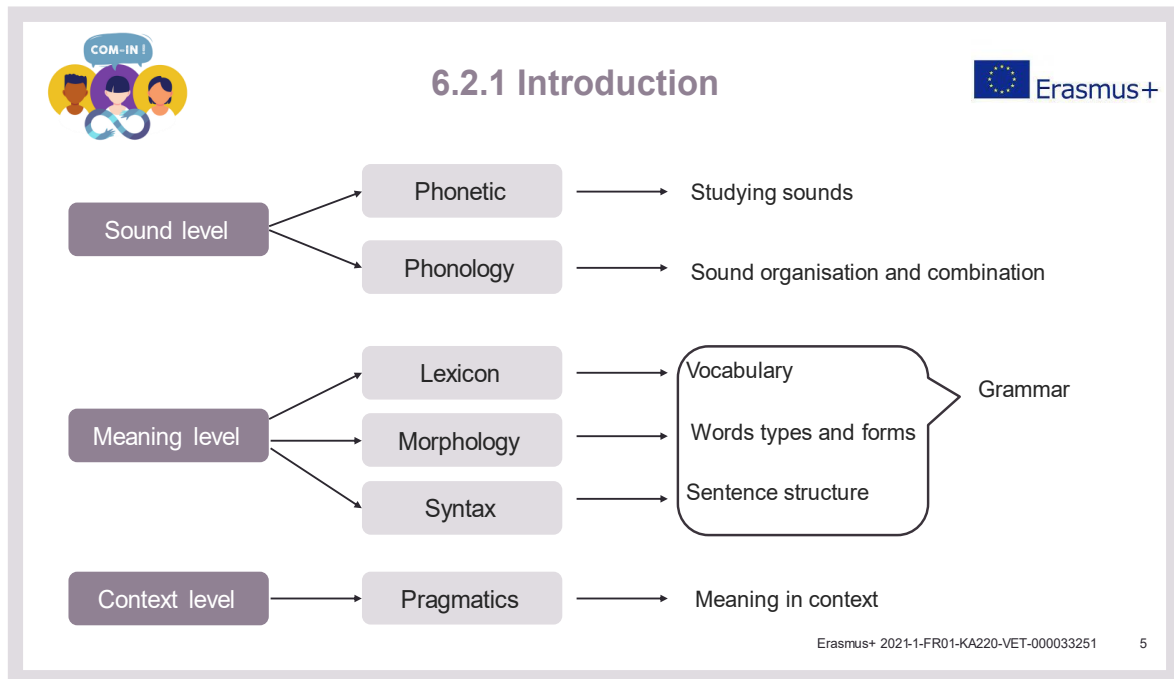
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**Content:**

**Notes :**



## Slide n°5



### Content:

When looking at a person's oral language development, several components need to be considered individually and in relation to each other.

In the context of intellectual development disorders, each of its components is altered.

The child's development is delayed compared with that of a neuro-typical child, but it is also slow and generally incomplete.



Additionally, in most genetic syndromes of intellectual disability, specific deficits in language production are observed compared with neuro-typical children matched on the basis of non-verbal mental age (Chapman, 2006;



Chapman et al., 1990; Miolo Giuliana et al., 2005; Comblain & Thibaut, 2009, 2020; Comblain et al., 2023).

**Notes :**

## Slide n°6



Language component	Symptomatology
Articulation and auditive discrimination ↓ <b>Sound level</b>	Articulatory and co-articulatory difficulties with the most complex phonemes (e.g., constrictive consonant as /f/, /s/, etc. requiring mastery and control of oro-facial muscles) Slow and sometimes incomplete development of auditory discrimination
Lexicon and semantic ↓ <b>Meaning level</b>	Reduced lexicon in terms of both number of words and semantic features associated with these words ( e.g. problems in building categories or generalization of names to similar items in a same category)



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**Content:**

**Notes :**



## Slide n°7



Language component	Symptomatology
Morphosyntax ↓ Meaning level	Reduced length and structural complexity of utterances Deficit in inflectional morphology (e.g., plural marking on nouns and verbs, tense marking on verbs, etc.) Poor comprehension and production of complex and compound sentences

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**Content:**

**Notes :**



## Slide n°8



Language component	Symptomatology
Pragmatics ↓ Sound level	Slow development of advanced pragmatic skills ( e.g. developing a topic of conversation, taking part in a conversation, interpersonal requests, monitoring verbal interactions with other people, referential communication).
Discursive organisation ↓ Context level	Underdeveloped language macrostructures Speech lacks coherence and cohesion, with difficulty in linking ideas together

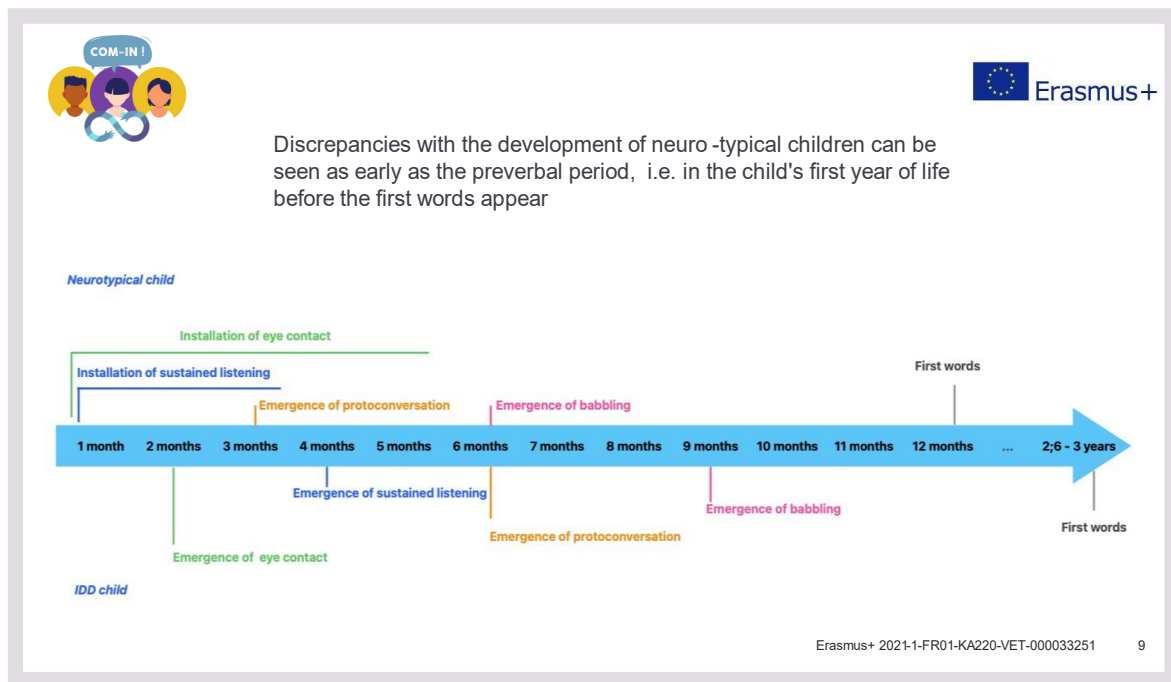
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**Content:**

**Notes :**



## Slide n°9



### Content:


As can be seen, the discrepancies with neuro-typical infants start to appear as early as the first month of life. These initial gaps will have a major impact on subsequent language and communication development, in which the gap with neuro-typical children will gradually widen in terms of both production and comprehension. Let's note that if autistic features are associated to the IDD condition, the gap between the IDD-autistic person communicational behavior and neurotypical infant communication behavior is much more important.

In addition to the late onset of speech and language, the output of IDD sufferers is often marked by a lack of intelligibility, especially when oro-facial anomalies are present as it is the case in Down's syndrome and in many genetic syndromes.




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## Slide n°10



### Bibliography



Barrett, M. D., & Diniz, F. A. (1989). Lexical development in mentally handicapped children. *Language and communication in mentally handicapped people*, 3-32.

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Content:

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